

HARBISON WEST ELEMENTARY

257 Crossbow Drive
Columbia, SC 29212

GRADES PK-5 Elementary School

ENROLLMENT 565 Students

PRINCIPAL Secaida D. Howell 803-732-8375

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 12 | 67 | 9 | 1 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

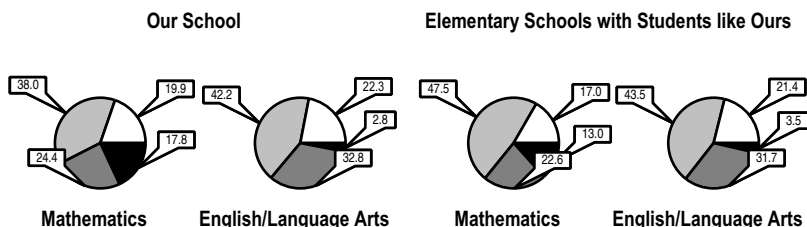
FOR MORE INFORMATION, VISIT WEBSITES AT:




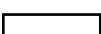
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Good | Unsatisfactory | Yes |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 43 | 100 | 47 |
| Percent satisfied with learning environment | 76.2% | 87.6% | 80.9% |
| Percent satisfied with social and physical environment | 76.7% | 76.0% | 83.0% |
| Percent satisfied with home-school relations | 48.8% | 87.0% | 87.0% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 322 | 100.0 | 22.3 | 42.2 | 32.8 | 2.8 | 35.5 | 17.6 |
| Gender | | | | | | | | |
| Male | 172 | 100.0 | 25.5 | 43.0 | 28.9 | 2.7 | 31.5 | 17.6 |
| Female | 150 | 100.0 | 18.8 | 41.3 | 37.0 | 2.9 | 39.9 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 142 | 100.0 | 8.9 | 39.5 | 46.8 | 4.8 | 51.6 | 17.6 |
| African-American | 167 | 100.0 | 34.9 | 44.1 | 19.7 | 1.3 | 21.1 | 17.6 |
| Asian/Pacific Islander | 6 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 6 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 278 | 100.0 | 15.9 | 43.4 | 37.5 | 3.2 | 40.6 | 17.6 |
| Disabled | 44 | 100.0 | 66.7 | 33.3 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 322 | 100.0 | 22.0 | 42.3 | 32.9 | 2.8 | 35.7 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 321 | 100.0 | 22.1 | 42.1 | 33.0 | 2.8 | 35.8 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 156 | 100.0 | 36.0 | 48.2 | 14.4 | 1.4 | 15.8 | 17.6 |
| Full-pay meals | 165 | 100.0 | 8.8 | 36.7 | 50.3 | 4.1 | 54.4 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 322 | 100.0 | 19.9 | 38.0 | 24.4 | 17.8 | 42.2 | 15.5 |
| Gender | | | | | | | | |
| Male | 172 | 100.0 | 20.1 | 35.6 | 22.8 | 21.5 | 44.3 | 15.5 |
| Female | 150 | 100.0 | 19.6 | 40.6 | 26.1 | 13.8 | 39.9 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 142 | 100.0 | 10.5 | 25.8 | 33.1 | 30.6 | 63.7 | 15.5 |
| African-American | 167 | 100.0 | 28.9 | 49.3 | 15.8 | 5.9 | 21.7 | 15.5 |
| Asian/Pacific Islander | 6 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 6 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 278 | 100.0 | 12.0 | 40.6 | 27.1 | 20.3 | 47.4 | 15.5 |
| Disabled | 44 | 100.0 | 75.0 | 19.4 | 5.6 | N/A | 5.6 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 322 | 100.0 | 19.6 | 38.1 | 24.5 | 17.8 | 42.3 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 1 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 321 | 100.0 | 19.6 | 38.2 | 24.2 | 17.9 | 42.1 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 156 | 100.0 | 26.6 | 53.2 | 13.7 | 6.5 | 20.1 | 15.5 |
| Full-pay meals | 165 | 100.0 | 12.9 | 23.8 | 34.7 | 28.6 | 63.3 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 95 | N/A | 12.6 | 38.9 | 43.2 | 5.3 | 48.4 |
| | Grade 4 | 121 | N/A | 22.0 | 40.7 | 36.4 | 0.8 | 37.3 |
| | Grade 5 | 114 | N/A | 20.4 | 47.8 | 31.0 | 0.9 | 31.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 105 | 100.0 | 15.6 | 33.3 | 43.3 | 7.8 | 51.1 |
| | Grade 4 | 106 | 100.0 | 20.6 | 39.2 | 39.2 | 1.0 | 40.2 |
| | Grade 5 | 111 | 100.0 | 30.0 | 53.0 | 17.0 | N/A | 17.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 95 | N/A | 17.9 | 33.7 | 27.4 | 21.1 | 48.4 |
| | Grade 4 | 121 | N/A | 21.8 | 34.5 | 19.3 | 24.4 | 43.7 |
| | Grade 5 | 114 | N/A | 23.0 | 34.5 | 26.5 | 15.9 | 42.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 105 | 100.0 | 15.6 | 41.1 | 26.7 | 16.7 | 43.3 |
| | Grade 4 | 106 | 100.0 | 16.5 | 38.1 | 26.8 | 18.6 | 45.4 |
| | Grade 5 | 111 | 100.0 | 27.0 | 35.0 | 20.0 | 18.0 | 38.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 565) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 1.7% | Up from 1.3% | 2.8% | 2.4% |
| Attendance rate | 95.9% | Down from 96.7% | 96.0% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 23.2% | Up from 21.6% | 19.1% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 7.6% | Up from 7.5% | 8.1% | 8.0% |
| Older than usual for grade | 0.5% | Down from 0.8% | 0.9% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|-------------------|-----------|-----------|
| Teachers (n= 57) | | | | |
| Teachers with advanced degrees | 52.6% | Up from 50.9% | 50.0% | 50.0% |
| Continuing contract teachers | 86.0% | Up from 84.2% | 89.7% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 86.2% | Down from 88.0% | 88.4% | 86.2% |
| Teacher attendance rate | 95.4% | Up from 94.0% | 95.6% | 95.3% |
| Average teacher salary | \$40,928 | Down 1.5% | \$40,513 | \$39,909 |
| Prof. development days/teacher | 11.4 days | Up from 10.7 days | 11.3 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio | 17.8 to 1 | Down from 18.1 to 1 | 19.2 to 1 | 18.9 to 1 |
| Prime instructional time | 90.3% | Up from 89.5% | 90.0% | 89.7% |
| Dollars spent per pupil* | \$6,816 | Up 16.9% | \$5,696 | \$5,892 |
| Percent spent on teacher salaries* | 70.1% | Up from 66.7% | 66.5% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 93.5% | Down from 99.0% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was another exceptional one for Harbison West Elementary School and Lexington/Richland School District Five. Our students and staff worked tirelessly to be the best.

As long as I have been at Harbison West Elementary, I continue to be impressed by our teaching talent, student motivation and enthusiasm, and parent involvement. Each of these groups has made Harbison West Elementary a shining star, and I am truly proud of this. There is no doubt in my mind that our school would not be as successful if we did not have the support of our school board and community.

Your support of our quest to become an International Baccalaureate (IB) Primary Years Programme School has been remarkable. Let me assure you again that this is money well spent. I am amazed at the kinds of instruction and learning that took place in our classrooms this past year as a result of our IB implementation. The elementary IB program is a rigorous course of study centered around six essential units: Who are we?, Where are we in place and time?, How do we express ourselves?, How does the world work?, How do we organize ourselves?, and Sharing the planet. Each of these units is directly correlated with the subject disciplines students study each day.

In addition to these units, elementary International Baccalaureate students are expected to exhibit the following character traits: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Reflective, Well balanced, Open-minded, Caring, and Principled.

Again, thank you for all you do to make Harbison West Elementary School the best. I am proud to be your school's principal.

Secaida Decartus Howell, Ph.D, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.